

R E S E A R C H R E P O R T

“ A STUDY OF INTELLIGENCE OF

SOCIALLY ACCEPTED

SOCIALLY NEGLECTED

AND

SOCIALLY REJECTED

CHILDREN OF CLASS VII OF A LOCAL INSTITUTION.”

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INTRODUCTION.

A teachers is the leader of this class.
For efficient class room management the should have
an understanding of class dynamics and an understanding
of the social structure of his class.

Sociometric technique may help in understanding
group dynamics in schools. It can help in understanding
students as members of a group. Our first concern
has been to look at the positions of the individuals in the
class, particularly the most or the least chosen pupils.

DEFINITIONS

The basic vocabulary necessary to comprehend
the first study reported here includes the terms; popular,
Isolate, neglected.

POPULAR. The popular is a member of a group who
receives a large number of choices on a sociometric test.
Moreno wrote that some students attracted so many
choices that they captured the center of the stage like
Stars (58) According to Bronfenbrenner who has given a
more precise and scientific definitions, a popular is one
who receives more choices than can be expected by chance
alone. He worked out a table of choices showing various
choice limits, in order to be placed in the category of
populars.

ISOLATE: The The isolate is a member of the Group who
receives no choices on a sociometric device. He is
physically a member of the Group but is psychologically
isolated.

NEGLECTEE. The term neglectee is used for a group member who receives usually few choices. Although he receives some choices, he tends to be neglected by majority. The sociometric technique employed three criteria and each pupil was asked to make three choices from the Group members for each of the criteria. The three criteria included in the sociometric questionnaire were (a) Suppose you were to move to another class room, which three students from this class room would you like to take with you ? (b) which three students of this class room would you like best to play with you during recess ? (c) What do you like to do best in School ?Write the names of three students in this class room you would like best to do it with you ?

INTELLIGENCE. The isolates and populers were administered Ravens progressive matrices test. The populers appeared to be superior in the ability (intelligence) measured by Ravens progressive matrices test. Heber (64) compared the intelligence and social status of junior high School Children and found that the children of high intelligence were, on the average, markedly higher in sociometric status than the children of low intelligence. However, he suggested that intelligence is important only up to a point in determining sociometric status and that the relationship is likely to be exponential rather than rectilinear. Provided a pupils intelligence is not markedly below normal, it seems to have little effect on his popularity with other pupils.

WHAT IS GROUP:

A small group as (any number of persons engaged in interaction with one another in a single face to face meeting) or (a series of such meetings in which and each member receives some impression or perception of each other member distinct enough so that he can, either at the time or in later questioning give some reaction to each of the others as an individual persons even though it be only to recall that the other was present.

IMPORTANCE OF GROUP RELATIONS.

In democratic countries there is increasing emphasis on the social development of the students as joint responsibility is the corner stone of their success. The need to obtain wholesome views of themselves as individuals and as members of society they need preparation to other social doors that are open to them where their contributions would really be welcome. But these skills, attitudes and social concepts do not develop automatically. More physical proximity is not enough and it is in interaction with other fellows that a student learns to face, analyse and to assess and the problems.

The interpersonal contacts are a psychological necessity as well. A student needs approval from other students of his age and perhaps more than the approval of his elders and teachers. Further all learning takes place within the setting of social atmosphere a student - student relationship.

The feelings of attraction and rejection which are so often limited with the values operating among the group members

play a very important role in creating and mentioning social atmosphere. It is a surprise to teachers to discover that an excellent and well behaved boy is not like by his class fellows where as another boy who appears equally able and gentle is in the highest favour.

PURPOSE OF THE STUDY. Education is aimed to fullest development of the individual personally as well as socially which making him as well adjusted as possible. So that he will be an asset to the society and not liability. But there are several factors which hinder to progress. Some factors may be arising from the school so me may be from individual himself and certain others may be from his social surroundings of his class.

In the class room situations of a particular child with others will not be the same as any other will have with the class some of the children may be liked by all some may be liked by few and some may be liked by none.

The selected study aimed at finding out the interrelationship between the Intelligence and the degree of social adjustment that the individual has, which can be impressed in three categories, namely acceptance, neglect and rejection.

Testing the common sense relationship between intelligence and the two categories of pupils having low social acceptability is the main concern of this study. The Intelligence of socially neglected and socially rejected pupils will be compared and contrasted with those of socially accepted pupils.

Two or three studies have been conducted in this

direction by Raymond G. Kohlen Frances hanglin, earoline M. Tryon and others. In India also a similar study the D.P.F. has been conducted.

Here it is also expected that there will be a high correlation between the sociometric characteristics and the intelligence of the students, because they are measuring one and the same kind of thing.

By a knowledge of these the teacher, the principal and whole of the institution can take necessary steps to modify the high intelligence of the neglectees and rejecters, so that a further social adjustment may be made.

A recent study has shown that the extent to which junior high school pupils are accepted by their classmates is related to the degree to which they are accepted through out the school and in their neighbourhoods. This pervasiveness of pupils, social status among their peers has increased the importance of identifying factors related to their social acceptability . Why is it that some pupils are highly accepted by their peers while others are neglected or even actively rejected by them ? Is the intelligent factor characteristic of the socially accepted and the socially rejected pupils. Answers to such questions as these should enable teachers to better understanding their pupils social relations. Even more important a study of intelligence factor related to social acceptability should provide suggestions for improving the status of those pupils who are socially neglected or socially rejected.

Several research studies have been concerned the aspects of intelligence of preadolescent and adolescent pupils consider most desirable in each other. In general high social acceptability was found to be associated with high intelligence and pupils with low social acceptability were characterized as lack in intelligence. These studies have made valuable contributions concerning the factors related to social acceptability.

However none of the investigators separated the characteristics of the socially neglected pupils from those of the socially rejected pupils. Although both groups of pupils have low social acceptability is expected that they would have quite different I.Q. Northways clinical study of pupils with low social acceptability bears directly on this point. She found that some of the pupils who lacked social acceptance among peers while others were not common sense would indicate that pupils in the first category would probably be socially neglected by their peers and those characterized as less intelligent. Testing this common sense relationship between intelligence and the two categories of pupils having low social acceptability is the main concern of this study.

TOOLS DESCRIPTION.

SOCIOMETRIC TOOL.

The social acceptability of the pupils participating in this study was determined by means of a Sociometric test. The technique of discovering the pattern of attraction and rejection in its entirety and for disclosing internal structure of relations existing at a given time among members of a

given group was formed as a sociometric test by its originator, J.L. Moreno. It is a method of evaluating the feelings of the group members towards each other with respect to some common criterion.

The technique is extremely easy, it simply asks members to choose from among themselves for some specific activity or occasion that is real to them and also to name those whom he would dislike to have as companions or partners for that activity or occasion.

STEPS IN DESIGNING S.S.T.

1. The selection of the criterion.
2. The determination of the number of choices to be used.
3. The development of directions and the form at of the tools to bring out valid responses.

NUMBER OF CRITERIA.

If the purpose of Sociometric study is to evaluate interpersonal relationships of the members of a group several eviterix are generally necessary but if the purpose is to simply to put students into two or three sections one criterion even may be sufficient. In this fest there are three positive and one negative criterion.

NUMBER OF CHOICES.

The fixed number of choices one 2,3,4,5 is advantageous from psycal practical and statistical view points. Age of student is another consideration, stability of sociometric results

third consideration most stable results have been reported 5 choices. But meanwhile North way suggests the use of 3 criterion and 3 choices for each criterion.

FORMAT OF S.T.

There are certain qualities of a S.T. that make it a desirable and useful instrument. The reliability and validity of the data depends in part upon the way situations are administered.

- (1) The S. Form should contain detailed directions so that every one in group understands why the test is being given the introductory remarks should be motivating and should provide an understanding how the results are to be used. A real and immediate situation increases the possibility of spontaneous and truthful responses.
- (2) Directions should be clear about the choosing situations and the method of recording the choice. Experience shows that providing the students with an alphabetical list of the class members and asking them to merely check the students when they would choose, facilities in keeping the group members in focus as well as in recording the choices, stress must be laid on giving at the number of ~~max~~ choices asked.
- (3) It is imp~~to~~emphasise the confidential nature of the choices that nobody except the teacher will see the results. The efforts will be made to have each student with class fellows of his choice
- (4) The work test is not to be used anywhere.

INSTRUCTIONS:

First of all I gave the sociometric test to group A and then

group B In all they were 90 girls 45 in each group. Then I developed a report with the students, I explained the purpose of the sociometric investigation and the use to be made of the choices and stressed the confidential nature of choices and thus encouraged them to give truthful spontaneous responses, and I told them that this test requested your choices on 3 positive and 1 negative criterion. Each pupil was asked to indicate the names of 3 classmates he most preferred as play companion and 3 classmates he most preferred as seating companion 3 he most preferred as work companion. The negative criterion required the name of one classmates the pupil least preferred as seating companion this criterion was used as a measure of rejection.

SCORING OF S.P.

The method of presenting the data in a matrix form is due to Forsyth and Katz. The matrix is a N x N table within the names of N individuals are written in the same order from the top left hand corner along the rows and columns. The squares falling in the diagonal square are left blank as there are no self choice, the first, second and third choices are recorded by placing 1,2,3 in appropriate square in the matrix. The rejections are indicated by making a cross (X) in appropriate squares.

The following are the steps in constructing the matrix which is shown in the tabel.

1. I took a squarred paper which has 45 squares, both in the

=10=

rows and the columns.

2. I drew the diagonal line joining the upper left hand corner with the lower right hand corner.

3. The bottom of the matrix the rows are used to summarise information on choices received.

4. The last columns on the right are used to summarise information on choices given.

Table of Sociometry, JUST FOR EXAMPLE

S. No.	1	2	3	45
1		x 1	3	2
2	1x		2	3
3	3	2		x 1
Upto 45	1	x3	2	
Acceptions.	3	3	3	3
Rejections.	1	20	0	1

1

2

Reliability: Consistency of Choices.

The reliability of sociometric data can be studied from two angles - either from the stability of choices given or from the consistency of the coices received.

In a choice given situation each member of the group is asked to choose those having the characteristics defined by the critexism used as basis for response. The members are asked to make choices in the ame terms on a second occasion. (The consistency of the choices given can be determined on a member by member basis). If a member chose the same persons on the second occasion as he had on the first and this was also true for all other members of the group that it could be concluded that under those conditions the choice process was completely stable. (In case of stability in the choice xposes the choices made on the first occasions will bear no consistant relationship to those made on the second. This method of determining the percent change in the responses given from one occasion to another had been a method for assessing the reliability of sociometric data stability of sociomatic status)

(In a choices received situated the number of choices received is only considered and the reliability is the degree of consistency in the

positions in the distribution of the various members on two occasions. It is not important whether the individual receiving an unchanged number of choices receives them from the same group members for perfect reliability the number of choices received by each member of the group remains the same.

In determining the stability of responses it is required that the two occasions of obtaining choices be independent of one another so that memory does not act as a source of variance. Also the intervening time should not be so large that significant changes do not take place from one occasion to another. If a significant change occurs any lack of correlation between the two sets of data could reasonably be attributed to situational variation rather than to response instability.

These are important factors to be considered in view of the basic assumption in sociometric studies that the participants recognise and accept the fact that changes will be introduced into a social situation as a function of choices that are expressed. If the changes in the situation should be made in order to secure valid data, then these changes will disturb measured reliability.

Another factor which effects the stability coefficient in the method of collecting data, that is whether the group members have been asked to make limited choices, unlimited choices paired comparisons or to rank order them.

The relevance of choice criterion to the activity of group age of subjects and degree of acquaintance have also been found to report higher correlations than studies using nursery children.

Lastly, the conventional statistical procedures of calculating correlation between responses of two occasions is used, but it is doubtful that the correlations for applying these methods are sufficiently satisfied as the distribution of choices is highly skewed.

It appears that the index of conformity of one sociometric measurement to another proposed by Katz and Lowell should be a more appropriate statistical technique for estimating reliability than the conventional correlation technique as it is an expression of the degree of agreement of the entries in the two sociometrics, does not involve any assumptions about the form of distributions but the assumption of independence of two sets of choices are certainly implied and employs the probability distributions for testing the significance of the relationship.

Validity.

Validity of sociometric data has been determined by relating them to a host of psychological and sociological variables in different fields.

Progressive Matrics.

All the 90 students of different categories of social status were administered by Raven's Progressive Matrices to find out the intelligence of 5 categories of pupils this test was used to correlate with social status of the same pupil or to see whether there is a ~~sex~~ correlation between intelligence scores and the social status of the pupil or not. The main median of scores of all categories have been drawn, and then the rank difference correlation between social status and intelligence was found.

This test contains on 5 sets of different designs 12 designs in one set. The responses were given on a separate answer sheet only have to write the number of designs.

To score the responses of the pupils there was a scoring key where there were written the correct responses, one correct response get one mark and wrong answers get zero mark.

III. C. I. E. NONVERBAL INTELLIGENCE TEST.

This test was also given to all the 90 students of class VII in both the groups 'A' and 'B'.

This test was contain on 80 different items. Some were depend on arithmetic, some were on general knowledge and some were depended on memory.

RESULTS.

Table No. I.

Table for group 'A' showing the mean of intelligence scores on progressive matrices and C.I.E. Non verbal Intelligence test for various categories of sociometry namely Populars, Neglectees, and Rejectees has been stated below.

Group A Table of Mean.

Tests	Populars	Neglectees	Rejectees.
Progressive Matrices	46.75	27.8	21.3
C.I.E.N. Intelligence Test.	64.12	61.3	61.3

Group 'A' Table of Median.

Tests.	Populars	Neglectes	Rejectees.
Progressive Matrices	47	23.5	18
C.I.N.V. I. Test.	56	59	60

The mean scores on progressive matrices and C.I.E. Non verbal Intelligence Test, both are comparatively higher for populars when compared to the scores on these tests for the neglectees and

isolates some how this trend is not observed when the mean scores on the two tests are compared for the neglectees and isolates.

This supports that the populars are comparatively higher in intelligence as compared to neglectees and isolates.

Table No. II.

Table for group 'B' as shown below gives a comparative idea of mean scores for various categories of social status.

Group 'B' Table for Mean.

Tests. x	Populars.	Neglectees	Rejectees.
Progressive Matrices	32.87	10.8	18.5
C.I.E. N.V. I. Test.	55.75	52.3	45

Group 'B' Table for median.

Tests.	Populars	Neglectees	Rejectees.
Progressive Matrices.	45	24.5	16.5
C.I.E.N.V. I. Test.	55 (56)	47.5	52.5

As above in table Group A for group 'B', to it is observed that the mean scores on the two tests of intelligence that is progressive - Matrices

and C.I.E. Non Verbal Intelligence are comparatively higher for populars, when compared the mean scores obtained for neglectees or rejectees.

Somewhat different trends are exhibited when the rejectees are compared to the neglectees or the populars as the mean scores on the two tests has shown a continuous fall.

This also makes us infer that intelligence is an index of social status and supports the view as was established previously on observations from Table 'A'.

CONCLUSIONS.

Based on observations from the social status of the two groups of children and their performance on the test of intelligence the following conclusions can be drawn.

- (a) Social status in a group is related somehow to the level of intelligence of the group members.
- b) Persons with higher level of intelligence are likely to be more popular than those who are comparatively low in their level of intelligence.
- c) Intelligence can be taken as a good index of sociability of a person. But the opposite

we cannot prove on the basis of this study.

- d) Further it can be said that intelligence helps a person in making social adjustment or in maintaining the relationship with their peers.

It is necessary to note that this does not imply that there is a cause and effect relationship between intelligence and social relationship we do not know whether higher level of intelligence with definitely make a person more sociable. Since the group was small the inferences drawn should not be applicable to other groups and otherwise also the sociometric test results based on the study of one group are not applicable to other groups.

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